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Current Events

[Edited by Clarence W. Gleason, Roxbury Latin School, Roxbury, Mass., for the territory covered by the Association of New England and the Atlantic States; Daniel W. Lothman, East High School, Cleveland, Ohio, for the Middle States, west to the Mississippi River; Walter Miller, University of Missouri, Columbia, Mo., for the Southern States; and by Frederick C. Eastman, the University of Iowa, Iowa City, Iowa, for the territory west of the Mississippi, exclusive of Louisiana and Texas. This department will present everything that is properly news—occurrences from month to month, meetings, changes in faculties, performances of various kinds, etc. All news items should be sent to the associate editors named above.]

Indiana

LaGrange High School.—Miss Lena M. Foote writes: Since the issue of the December *Classical Journal* containing the report of work in the Latin department of the LaGrange High School, I have received inquiries from several schools regarding the Vestal Virgin drill and *A Roman Wedding*. Indeed, "Current Events" is a splendid exchange department.

The pupils taking the parts of Cicero, Trentia, and Tullia in the *Roman Wedding* did exceedingly well and all received much favorable comment. The girls made their own costumes from five-cent cheesecloth, and the Vestal Virgins stenciled theirs under direction of the art teacher. The boys used sheets for their togas.

Notwithstanding the very small admission price of ten cents, we cleared sufficient to enable us to present to the school library the following books: *Caesar's Conquest of Gaul*, by T. Rice Holmes; *A Friend of Caesar*, by Davis; *Cicero and His Friends*, by Boissier; *Cicero and the Fall of the Roman Empire*, by Strachan-Davidson; *Two Thousand Years Ago*, *Roman Life in the Days of Cicero*, and *Pictures from Roman Life and Story*, by Church; *Stories in Stone from the Roman Forum*, by Lovell; *Roman Life in the Time of Pliny*, by Pellison; and a Latin-English and English-Latin dictionary. I was aided in the selection of a number of these books by articles on Caesar and Cicero literature which appeared some years ago in the *Classical Journal*.

Recently when the Cicero class finished reading the Manilian Oration, circumstances suggested to me that we hold a mock *contio*, and I assigned to certain members of the class the parts of Cicero, Manilius, Q. Catulus, and of Q. Hortensius; each of the other members of the class was to be able to give at least one good reason why Pompey should or should not be sent as commander, etc. There was really quite a bit of suppressed excitement on the day of the *contio*, and although some parts were, I fear, more comic than serious, yet everyone was enthusiastic and enjoyed the hour.

Now the class wants to organize something in the nature of a senate, and "have debates" (there are some embryo lawyers in the class), and I am

wondering if you could tell me of any school which has had anything of the sort in connection with the Latin department¹. The pupils can, of course, look up the subject in reference books, but I should be glad of some practical information from anyone who has tried the experiment.

Iowa

The University of Iowa.—The Latin department of the University of Iowa recently sent a questionnaire to 300 high schools of Iowa to determine the relative enrolment of Latin pupils for the academic years 1913-14 and 1914-15. From the 276 replies received, the following figures have been compiled: the enrolment for 1913-14 was 10,888; that for 1914-15 was 11,604. The gain has been largely in the first and second years. It was not feasible to try to secure facts regarding the increase or decrease in the enrolment in other subjects. There has probably been some increase in the total enrolment of these schools. These figures, however, seem to indicate that Latin is holding its own in the Iowa schools.

New England

The Classical Association of New England.—The Connecticut section of the Classical Association of New England held its annual meeting at Hartford, December 5.

The morning program appealed to all interested in the classics. Dean Jacobus, of the Hartford Theological Seminary, in his address of welcome, maintained the superior educative effect of classical training over the scientific course, or any other course which omitted Greek, and explained why the Hartford Seminary demanded Greek as well as Hebrew from all its graduates. Rev. J. B. Vorhees made a confession of personal indebtedness to the classics. Beyond the fact that the strongest personality which molded his educational life had found the classics his medium of expression, he owed to this study a sense of word-values not otherwise obtainable, a sense of the unity of humanity which no other source except the Greek and Hebrew scriptures could supply, and salvation from the belief that education was merely concerned with the contemporaneous. So, if classics were not best for all boys, he was sure from experience that they had been best for him, and he wants them for his children.

Professor Heidel, who presided, sketched the contest during early church history in which classical education won out. The church does not yet realize the bearing of the classics on the life of the church. Jesus is far nearer to Socrates than to any man in the Old Testament. The Old Testament did not teach individual religion, but Christianity did. As far as we know, individual religion is related to the Orphic movement in Greece, and does not

¹ [Those of our readers who have tried this plan are invited to send in brief notes upon it.—ED.]

belong on the Hebrew side. The main line of development the next twenty-five years lies in understanding the Greek influence.

An exhibition of squeezes from Greek inscriptions, with an inspiring running commentary by Professor Dickerman, of Williams, closed the morning session.

The afternoon meeting was of special interest to teachers. Professor Barrett, of Trinity, in a paper entitled "Remarks on the Law of Nature," traced the growth of ideas on law according to nature from Aristotle to Rome and Roman law, through the Middle Ages into modern life and political science.

An animated discussion followed, led by Principal Spencer, on "What Shall High-School Pupils Study?" The outcome of this discussion was a motion, carried unanimously, "that it is the opinion of this association that the opportunity for studying Greek should be given in every high school in this state." The officers of the association were requested to take such steps as they could toward securing this result.

This somewhat extended report is given in the hope that other state sections may co-operate with this section in an aggressive campaign for Greek. We hold it established that teachers of the classics have the sharpest educational tools; consequently no educational equivalent has been or can be found to substitute for Latin and Greek. Is it not time to make a united attempt to throw open the doors of opportunity? Any suggestions based on experience or conviction will be welcome to the secretary of the Connecticut section, Josiah Bridge, Westminster School, Simsbury, Conn.

Ohio

Toledo.—The new Scott High School is utilizing in a novel way the charts made last year by the teachers and pupils of the Latin department to illustrate some of the uses of Latin. Miss Hanson, head of the department, has selected something like a dozen of the charts and sent them to the various eighth grades of the city, to be left in each building a week. At the end of the week Miss Hanson has been giving talks to the prospective high-school pupils on the advantages of the study of Latin. The principals and the teachers of the grade schools are lending enthusiastic support to the plan. Good results are expected from the innovation.